Pupil Premium Strategy Statement – 2020 – 2021 and 2019 – 2020 Review

The Rivers C of E Academy Trust

Academy Vision for the Pupil Premium Grant

As with every child in our care, a child who is eligible for the Pupil Premium Grant is valued, respected and entitled to develop to his or her full potential, irrespective of need. The PP grant is used on approaches shown to be effective in improving the achievement and opportunities for disadvantaged pupils. This echoes our mission statement, 'Love – Learn - Live'.

1. Summary information					
School	St Clement's C of E Primary School				
Academic Year	2020 - 2021	**Total PP budget**	£55, 450	**Date of most recent PP Review**	June 2019
Total number of pupils	201	**Number of pupils eligible for PP**	43	**Date for next internal review of this strategy**	July 2021

2. Current attainment (End of 2018 – 2019 data) (2019 – 2020 no data to report due to covid-19)	**EYFS**		**Year 1**		**Year 2**		**Year 6**		**Pupils not eligible for PP (national average) – 2018 – 2019 data**
	PP (3)	***Other (25)***	***PP (4)***	***Other (29)***	***PP (8)***	***Other (21)***	***PP (9)***	***Other***	
% achieving ARE in reading, writing and maths					20%	80.9%	66.6%	85.7%	Not available
% achieving ARE + in reading					62.5%	90.4%	77.7%	90%	Not available
% achieving ARE + in writing					37.5%	76.1%	66.6%	75%	Not available
% achieving ARE + in maths					50%	90%	100%	90%	Not available
% achieving GLD	33%	76%							Not available
% passing Year 1 phonic screening			53.85%	42%					Not available

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Gaps in learning due to prolonged periods of time away from school (Covid -19 related absence)
External barriers *(issues which also require action outside school, such as low attendance rates)*	
B.	A proportion of pupils eligible for the pupil premium grant have low parental support/ engagement with school. The recognition of the importance of learning is at times undervalued which has a knock on for the child and their attitude towards learning.
C.	Poor attendance/ Persistent absenteeism higher than non PP children across the school.

D.	A proportion of our pupils eligible for the funding have complex home lives and additional pressures on family life (current and historic).

4. Desired outcomes		
	Desired outcomes and how they will be measured	***Success criteria***
A.	Improved attainment in reading, writing and maths (individually) for PP/ SEND pupils. A refresher curriculum in the core subjects is implemented, and supplemented by specific targeted provision, filling any gaps in learning, (due to an extensive period away from school) and maintaining the correct ARE pitch and high expectations.	Success to be measured through improved end of year outcomes, termly data capture and analysis of small steps made for this group of pupils. Pupils eligible for the PPG have the opportunity to address and overcome gaps in learning and accelerate progress in the core subjects.
B.	Improved engagement from families identified	Parents feel more confident to support learning and recognise the importance in order to improve outcomes and attitudes to learning.
C.	Improved attendance	Reduced persistent absenteeism over the year for this group of pupils.
D.	Improved relationships/ routines for the family unit, which have a positive impact upon the learning in school.	Increased engagement with outside agencies at Early Help level. Targeted support where appropriate, with a key contact in school.

5. Planned expenditure: Academic Year 2020 - 2021

i. Quality of teaching for all (Clear link to Covid-19 catch up plan)

Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
A	To close the gap in all areas of learning of the bottom 20% in each year group (SEND/ PP/ EAL) whose progress has been impaired due to covid-19. Staff member to work across school to deliver bespoke packages linked to IPM targets and specific gaps to support small steps.	Improved outcomes for SEND/ EAL/ PP pupils linked to the areas identified by class teachers and SENCo. Pupil progress discussions and outcomes of teacher assessment/ diagnostic assessment results. Baseline data in September 2020 once children returned to school highlighted the gaps in key skills as a result of a prolonged period of time away from school.	*Termly pupil progress meetings. *Reviews of IPMs and planning targets alongside SENDCo. *The use of diagnostic and teacher assessment to inform decisions. *TA to meet regularly with a member of the SLT to review progress and plan next steps. *Observations of sessions delivered. *Discussions with pupils involved and book looks.	Senior Leaders in School - SM/ LL/ SP	The impact will be reviewed termly and may alter according to the progress made/ data collected at key data capture points throughout the year. A full review will take place in July 2021.
			Total budgeted cost:		TA 2 – Full time - £10,000

ii. Targeted support

Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
B	Following on from the support offered to families during lockdown, school will continue to build strong learning links through the use of remote opportunities and extended use of technology to develop parents' knowledge of the curriculum.	Through careful tracking of engagement during lockdown and the monitoring of parental support regarding reading and home learning tasks there are gaps in parent knowledge and skill.	*Work in close partnership. *Target families for additional support and ensure regular contact. *Closely track pupil engagement with home learning once back in school. *Offer parent workshops and support with identifying barriers for attendance.	SP	A full review will take place in July 2021.

C	Further develop attendance documents and monitoring procedures in school. Work with families whose children have poor attendance to understand the barriers and also utilise home learning as a way to continue the learning if away from school. TA to dedicate 1 afternoon a week to improving attendance and raising awareness with targeted families.	Attendance data overtime and the cumulative effect of the child's absence on their outcomes.	*Monthly monitoring of PA group and PP children. *Attendance conversations weekly or as and when required. *Ensure good communication with staff and parents regarding attendance. *Have a standing agenda point to discuss attendance at each safeguarding review.	LL and CB	This will be reviewed each month and tracked regularly throughout the year. Actions will be taken to address areas of concern promptly.
D	Increase parental awareness of the "Early Help" offer that is available and work alongside families to support them engaging with the most appropriate agency. Increase family learning opportunities onsite using the resources initially from the book trust. Explore the opportunity to provide English classes for newly arrived families outside of school time (for both children and adults)	The observed difference in behaviours of children in school and at home. Discussions with families have highlighted that there is a need for support in areas such as routines, eating, relationships, learning etc. Since September 2020 we have had an increase in the number of families/ children starting school in different year groups who are Level 1 proficiency in English.	*Monitor the engagement of families with the agencies. *Seek feedback from both the agencies and the families working with them. *Observe the impact on learning in school.	Senior Leaders in school - LL/SP/ SM	A full review will take place in July 2021.
				Total budgeted cost	TA 3 – 1 afternoon a week x 38 weeks. Book trust resources for Reception PP and KS1 families (15 x 2025.00) 15 licenses Learning Village - £660.00

6.Additional information:

This pupil premium strategy document was written using the 2019 – 2020 in school Spring data for EYFS, Year 1, Year 2 and Year 6 pupils and the return to school post lockdown assessment information. We believe that all children at St Clement's have an entitlement to a good education and as a school we are continually outward looking as to how we can ensure this for all. Individual circumstances are always taken into account when decisions are being made regarding the use of pupil premium funding and the highest importance is placed on learning and preparation for life. Each child who is registered in receipt of pupil premium/ pupil premium plus is eligible for £50.00 (£2,150.00) towards uniform/ trips. Any attendance at breakfast and after school clubs are offered free or subsidised.

Total budgeted cost	£30, 000 (mid-point of the year) **Post lockdown review will inform any further spending requirements for this group of pupils upon return.**

Review of Pupil premium strategy 2019 - 2020

Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)
Improved attainment in reading, writing and maths (individually) for PP/ SEND and PP/ EAL pupils to be measured through end of year outcomes and termly data capture and analysis.	*Invest in staff training (phonics refresher) *Year 6 reading ambassadors *Continue to develop a vocabulary rich classrooms/ school *Invest time in video training footage for parents *Invest in resources and strategies to support EAL pupils	The gap between PP/ SEND and PP/ EAL will be closer to non PP children	The impact of this approach was cut short due to covid-19 closure back in March. This will continue to be a focus in 2020 – 2021.
Improved attendance for individual families to be measured through attendance reports analysis each half term	*Continue to ensure attendance has a high profile across school and is reported on website and weekly newsletter	Improved individual attendance %ages which impact upon learning outcomes and close the gap (showing accelerated progress)	The impact of this approach was cut short due to covid-19 closure back in March. This will continue to be a focus in 2020 – 2021.
To develop the Maths and English skills of parents to support children which will be measured through engagement in parent workshops and outcomes for pupils.	*Investment in reading club for PP children below expected in reading *Offer workshops for parents – Learning based *Produce video materials to support parents with home learning. *Invest in a new website to facilitate communication with families.	Improved engagement and confidence of parents.	The impact of this approach was cut short due to covid-19 closure back in March. This will continue to be a focus in 2020 – 2021. This has been highlighted as a greater need during lockdown when parents have been asked to support and have openly acknowledged that they are unsure.